ARISE College and Workforce Readiness Initiative
2007–08

I. Introduction: <u>A</u>ccountability

The ARISE College and Workforce Readiness (CWR) Initiative is to:

Develop intervention plans to improve college and workforce readiness.

II. Background

Several recent studies, including the *ACT/WorkKeys Study* and the *American Diploma Project*, conclude that all high school students need to be educated to a comparable level of readiness in reading and mathematics to be successful in college level courses without remediation and to enter workforce training programs ready to learn job-specific skills.

The Kentucky Postsecondary Education Improvement Act of 1997, which established KCTCS, mandates that the System "improve the . . . employability of the citizens" of the Commonwealth. In response, KCTCS developed, with business and industry and other stakeholders, the WorkKeys Kentucky Employability Certificate to document workforce readiness. During the 2006-07 academic year, the KCTCS LEAP Assessment Initiative administered WorkKeys assessments to a sample of first-time, credential-seeking students to determine student college and workforce readiness.

Senate Bill 130 (SB 130) as enacted in the 2006 Regular Session of the Kentucky General Assembly calls for all Kentucky high school students to be assessed using ACT (required) and WorkKeys (optional) beginning in 2007-08 to determine their level of preparedness for college and the workforce.[1] Subsequently, the Kentucky Department of Education (KDE) adopted the ACT EPAS (EXPLORE, PLAN, and ACT) which assesses college and workforce readiness beginning in middle school. Postsecondary institutions are expected to work with the P-12 system in assisting them with curriculum alignment and with preparation for increased readiness. The KCTCS 2006-07 LEAP Assessment Initiative identified ways in which KCTCS can support the college and workforce readiness provisions of SB 130.

Concurrently, with the KCTCS LEAP Assessment Initiative, the Council on Postsecondary Education (CPE) created a Developmental Education Task Force, consisting of legislators, secondary and postsecondary educators (including KCTCS President Michael B. McCall), and CPE members and staff, that addressed the findings of the fall 2006 report *Developmental Education Update: The Preparation of Students Entering Kentucky's Public Colleges and Universities in 2002 and 2004.*

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[1] *Implementation of WorkKeys as an additional choice for all students has been put on indefinite hold by the Kentucky Department of Education due to budget shortfalls.*

This report showed that half of the state's first-time college freshmen did not meet the CPE minimum standards for preparation in math, English, and reading. In February 2007, the Task Force released the report *Securing Kentucky's Future: A Plan for Improving College Readiness and Success* with a series of recommendations calling for stronger steps to improve college readiness among Kentucky students. Although a specific recommendation for designing and funding a new developmental education infrastructure fund was proposed in the report, it did not succeed in the biennial budget process.

The spring 2007 *Kentucky High School Feedback Report: Class of 2004* provided information to high schools and receiving colleges regarding the performance of their students at the postsecondary level and the strengths and weaknesses of the secondary school system in preparing students for college. The report reinforced the findings of the fall 2006 study of developmental education in postsecondary education and also indicated that almost 40 percent of Kentucky college freshmen from the 2004 class lost their Kentucky Educational Excellence Scholarship money after their first year at college because their G.P.A. fell below the mandatory minimum of 2.5 (on a 4.0 scale).

The Need to Reinvent

- According to the results of the KCTCS LEAP Assessment Initiative, 40 percent of the students in the WorkKeys "Reading for Information" and 49 percent of those assessed in the WorkKeys "Applied Mathematics" scored below the minimum for workforce and college readiness. Seventy-nine percent of the students assessed with the third WorkKeys assessment, "Locating Information," were also under the minimal level.[2] Three percent of those assessed were at a level of reading below the 5th grade.
- According to CPE's fall 2006 report *Developmental Education Update*, 82.6 percent of the 2004 incoming KCTCS degree-seeking cohort with placement data were underprepared.
- According to the findings of CPE's fall 2006 report *Developmental Education Update*, the first-time dropout rate of underprepared students (39 percent) was twice the rate of academically prepared freshmen (17 percent).
- At its May 2007 meeting, CPE increased the statewide standards of readiness in mathematics and reading to an ACT score of 19 and 21 respectively. Students who score below these standards (effective fall 2009) must be provided with remediation interventions.

2007-08 Implementation Strategies

- Share and discuss with the local school districts the results of the WorkKeys Assessments and the *Kentucky High School Feedback Report - Class of 2004* specific to their graduates enrolled in KCTCS.
- Collaborate with the local school districts to select the strategies to be used at the secondary and postsecondary levels to improve the college and workforce readiness of all students entering KCTCS.

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[2] Minimal score Level 5, the cut–off score necessary in WorkKeys assessment and ACT college entrance exam benchmark score of 21 to succeed in postsecondary education or in the workplace.

Evaluation
- Development of P-12 partnership plans at each college to implement intervention strategies that improve college and workforce readiness of high school graduates.

Success Criteria: College and Workforce Readiness
- Communicate with state level Kentucky Department of Education (KDE) leadership and major state level stakeholders to continue KCTCS' role in supporting P-16 collaboration.
- Analyze *Kentucky High School Feedback Report – Class of 2004* to identify and match high schools having the highest percentage of developmental education needs to the KCTCS colleges serving those local school districts.
- College presidents will discuss with local school district officials information about high school graduates' readiness for college and work (including the results of the WorkKeys Assessments and the *Kentucky High School Feedback Report - Class of 2004* specific to graduates enrolled in KCTCS).
- KCTCS colleges will collaborate with partnering school districts to identify and select the strategies at the secondary and postsecondary levels to improve college and workforce readiness for all students entering KCTCS.

III. State Level Strategies

Subsequent to the KCTCS Board of Regents June 2007 meeting, KCTCS President Michael B. McCall met with Interim Kentucky Department of Education (KDE) Commissioner Kevin Noland to present ARISE and to seek the Department's support for efforts at both the state and local levels. That meeting resulted in the creation of new structures for inter-agency collaboration, including regular meetings, direct interaction with the KDE Office of Assessment and Accountability, collaborative planning around support for schools, KCTCS hosting of and participation in ACT regional workshops, and the designation of a KDE leadership team member as formal KDE liaison to KCTCS. A later report by the KDE Interim Commissioner to the Kentucky Board of Education included a summary of the meeting with President McCall and stated that "KDE and KCTCS have begun regular meetings to coordinate technical assistance to schools in response to SB 130 and overall increases in college readiness."

A. Online Transitional Courses in Science, Technology, Engineering, and Mathematics (STEM)

KCTCS and KDE are developing three online modularized courses to support successful transition from high school to college. The courses will be available for dual credit and can be used to support students who need help to prepare for college algebra. The content will also be a valuable resource for professional development and for local high school teachers who want to supplement face-to-face instruction with online learning. The partners will share not only the content but also teaching and student support responsibilities. This partnership represents an innovative approach to inter-agency collaboration.

The courses are:
- MA 108 Intermediate Algebra

- PH 171 Applied Physics
- IT 160 Introduction to Geographical Information System

B. ACT Regional Workshops

KCTCS and the KDE Office of Assessment co-sponsored six ACT Regional Workshops across the state in March 2008. Each workshop included a KCTCS presentation on College and Workforce Readiness. The full day sessions provided an instructional leadership opportunity for college and secondary district representatives to learn how to interpret and use EXPLORE and PLAN results to prepare students for the ACT.

Representatives from CPE, KCTCS, and KDE shared the vision leading to the adoption of EXPLORE, PLAN, and ACT for Kentucky. Mr. Joe Dell Brasel, Kentucky's consultant from ACT, reviewed the College Readiness Standards and College Readiness Benchmarks and helped participants relate those to their own student and school reports. The program also included curriculum and instruction issues relevant to those assessments.

C. College and Workforce Readiness Symposium Showcase Event

In March 2008 KCTCS sponsored a CWR Showcase Symposium featuring presentations on effective and emerging practices to increase the preparation levels of high school graduates. Staff from the City University of New York System, KDE, ACT, and Business-Higher Education Forum (BHE) presented and shared effective and emerging practices, programs, and intervention strategies designed to support college and workforce readiness. President McCall, college presidents, and their leadership teams engaged in discussions with the presenters to share and gain new ideas to assist in developing and implementing the ARISE CWR plans.

D. Partnership Development

President McCall's leadership efforts have resulted in several innovative projects and new resources that are currently underway to achieve the annual leadership goals.

- **Business Higher Education Forum (BHEF)**
  President McCall provided leadership for Kentucky's participation in the national BHEF, an organization of Fortune 500 CEOs, prominent college and university presidents, and foundation leaders working to advance innovative solutions to education challenges in order to enhance U.S. competitiveness. BHEF members are driving change to promote college readiness, access, and success for underserved populations, particularly in the STEM areas of science and math. For example, the On-The-Ground project that BHEF has embraced with Jefferson Community and Technical College was successfully launched in the Louisville business and education community, raising the awareness of college and workforce readiness initiatives at KCTCS. The project is utilizing a benchmarking/ diagnostics process to understand the key challenges in the current P-16 pipeline and identify areas where efforts will have the most impact. Based on the results, business and educational leaders in the community will focus on aligning the P-16 pipeline in Louisville and identify measurable targets toward accomplishing these goals.

- **Kentucky Department of Education and Other K-12 Advocacy Groups**
  During the 2007-08 year, President McCall met with state level KDE leadership and major advocacy associations in a series of meetings to continue KCTCS' role in supporting P-16 collaboration.

- **Kentucky Scholars Program**
  President McCall initiated a strategic partnership leading to systemwide implementation of the Kentucky Scholars Program. The Kentucky Scholars program is a business/education partnership that promotes rigorous course taking and college-going, leading to a special certification on the high school diploma. KCTCS partnered with KDE and the NewCities Institute of the Kentucky League of Cities to enhance and expand the Kentucky Scholars Program through a Memorandum of Agreement (MOA). The MOA emphasizes developing a distributed support network across the state to aggregate need, leverage resources, and maximize impact at the local level.

- **Appointed Coordinator of College and Workforce Readiness**
  President McCall established a staff position to coordinate college and workforce readiness initiatives. The responsibilities of this position are to:
  o Meet with each college president and their leadership teams to learn about their work with K-12 and their ARISE CWR plan and to offer assistance in linking the plans to KDE efforts.
  o Coordinate and work with key partners to implement and expand the Kentucky Scholars Program in all KCTCS colleges.
  o Manage joint online transitional courses for dual credit, specifically geographic information systems, applied mathematics, and applied physics.
  o Serve as liaison with KDE on College and Workforce Readiness and the development of effective interventions.
  o Facilitate strategy sessions with KDE to ensure an ongoing dialogue and coordinated communications to meet shared objectives.

IV. System Level Support

A. Templates

Three templates were created to assist the college presidents to plan, schedule, develop, update, and submit final CWR plans to the System Office. The templates used for reporting were: timeline, monthly update, and final plan (Appendix A).

Timeline Template
The timeline template provided the colleges with recommended months to complete the following activities:
- Identification of local schools.
- Initial meeting with local high schools.
- Progress updates report due – KCTCS Chancellor's Office.
- Final plan due – KCTCS Chancellor's Office.

Monthly Update Template

The monthly update template was used to summarize the college's progress with targeted local high school/school district partners. Monthly updates included meetings, activities, etc. KCTCS colleges and partnering school districts collaborated to identify and select strategies to be used at the P-16 levels to improve the college and workforce readiness of all students entering KCTCS.

Final Plan Template

The final plan template provided a summation of the following:

- Collaborative Intervention Strategies: An overall summary of the intervention strategies planned.
- Implementation Plan 2008-09: How the college along with partnering school districts plans to implement the interventions strategies to include: measureable goals, objectives, activities, and a timeline.
- Measurable Outcomes: How each goal will be measured?
- Evaluative Outcomes: How the overall success of the plan will be determined.
- Support/Resource Request: Identification of any support needed from the System Office.

B.   Docushare

Two folders were created in Docushare to share various reports (including the *Kentucky High School Feedback Report – Class of 2007*), data (including information on KCTCS graduates), articles, updates, and other pertinent information relative to college and workforce readiness. A list of secondary districts and schools was also posted. The file names are "Presidents' College Workforce and Readiness 2007-2008" and "College and Workforce Readiness Workgroup":

- https://unity.kctcs.edu/docushare/dsweb/View/Collection-12034
- https://unity.kctcs.edu/docushare/dsweb/View/Collection-11783

C.   College Workforce and Readiness (CWR) Workgroup

The CWR Workgroup was established in May 2007 to provide a cross-functional perspective on issues and solutions related to college and workforce readiness. At the first meeting of the workgroup, Dr. Bryon McClenney, Project Director and Sr. Lecturer and Fellow of University of Texas at Austin, shared his knowledge and examples of proven effective models that support remedial and developmental education. He engaged the participants in a discussion focused on multiple pathways from secondary to postsecondary, systemic approaches to college and workforce readiness developmental/transitional education, policies, resources, and timing. Examples of such pathways included *Bridges to Opportunity* initiatives, *Achieving the Dream*, Developmental Education, and tracking student success courses (Student Life Skills) in the first semester of enrollment. The outcomes of this meeting lead to the development of the workgroup's team objectives (Appendix B).

The initial task of the workgroup focused on the following areas:

- College and workforce readiness measurement, assessment, and intervention.
- Alignment of *KCTCS Student Assessment and Placement Policy* with statewide Developmental Education Task Force Recommendations and cutoff scores defined by CPE.

- Consortium agreements among high schools, Area Technology Centers, and colleges for services and programs that will improve student readiness.
- Curriculum enrollment expectation with Kentucky Adult Education (KYAE).

The College Workforce Readiness Workgroup (CWR) was also charged to review CPE's Developmental Education Taskforce Recommendations and to identify implications for KCTCS. The recommendations focused on improving college and workforce readiness and the success of underprepared students. The workgroup agreed with the recommendations of the CPE Taskforce and included an additional recommendation that focused on engaging the learner entitled *The Deep Structure Model*. This model illustrates how CPE and CWR recommendations can be translated into strategic thinking for redesign of developmental education using a systems thinking approach for student success.

College and Workforce Readiness Workgroup Recommendations
- Update college admissions regulations.
- Create an integrated accountability system tied to performance funding.
- Fund infrastructure improvement.
- Align college readiness standards to tie to educator professional development.
- Better link educator preparation to college readiness.
- Develop early student interventions.

D. PLT Monthly CWR Reports

College presidents provided monthly CWR reports at each PLT meeting. They shared meeting with local school officials to review the *Kentucky High School Feedback Report – Class of 2004*, the schools in their districts with high developmental needs, and information about high school graduates readiness for college and work (including the results of the WorkKeys Assessments) and to discuss/collaborate on strategies to improve college and workforce readiness.

Examples of initiatives cited by the college presidents include expanding dual credit opportunities, creating a collegiate high school on campus, curriculum alignment, and focusing on collaborative math and STEM programs. Discussions will the local school districts, business, and community groups focused on effective intervention strategies which included:
- Increasing college awareness and access.
- Promoting student success and readiness.
- Establishing developmental education career pathways.
- Expanding collaboration with Adult Basic Education.

V. College Visits

During late spring and early summer 2008, a briefing session was scheduled by the KCTCS Chancellor's Office with each college president to discuss in detail their college CWR plan and its objectives. Colleges were visited as follows:
- Bluegrass Community and Technical College
- Jefferson Community and Technical College

- Elizabethtown Community and Technical College
- Madisonville Community College
- West Kentucky Community and Technical College
- Bowling Green Technical College
- Gateway Community and Technical College
- Maysville Community and Technical College
- Owensboro Community and Technical College
- Somerset Community College
- Hazard Community and Technical College
- Big Sandy Community and Technical College
- Southeast Kentucky Community and Technical College
- Hopkinsville Community College
- Henderson Community College
- Ashland Community and Technical College

VI. College CWR Plans

The following summarize 1) the 16 college P-12 partnership plans (ARISE CWR plans) submitted and 2) information from the college visits. (See Appendix C for an example of a college ARISE CWR plan (model).)

This section concludes with common opportunities gleaned from the conversations with college presidents regarding their plans.

A. Ashland Community and Technical College (ACTC)

The ARISE CWR plan from ACTC focuses on three specific strategies: developing dual credit or dual enrollment relationships with each local high school; providing academic support for area high school students; and exploring the feasibility of a cooperative math, science, and technology magnet learning center for the service area.

1. Ashland conducts regular meetings with local superintendents.

2. Ashland provides a liaison to each local school who performs a variety of functions, including facilitating recruitment and enrollment processes for dual credit based on a needs assessment conducted through the high schools.

3. The college provides scholarships for students who are not able to pay tuition and academic advising for individual students, including outreach to parents.

4. The college administers COMPASS testing on site and takes that opportunity to provide tours and application information.

5. Ashland is beginning work with local P-16 partners to investigate the feasibility of establishing a local math, science, and technology magnet learning center. Potential grant fund sources are being sought.

The briefing session with ACTC President Greg Adkins began with a discussion of dual credit and dual enrollment and then focused on the development of a STEM magnet learning center.

1. Ashland differentiates dual credit and dual enrollment as follows: dual credit is typically an articulated credit for students in Area Technology Centers and no tuition is charged; dual enrollment is typically a general education or liberal arts credit for students in traditional comprehensive high schools and tuition is charged. ACTC faculty teach all dual enrollment classes; and, almost always, they are located on a high school campus. Classes are offered during the day for high school students only. In the evening, non-high school students may participate in the college courses.

2. Tuition from dual enrollment is funneled back into building capacity of the faculty. ACTC supports faculty participation in graduate work at a near-by university in courses to help them qualify in a second field and in professional development.

3. ACTC has a secondary mathematics initiative at Paul Blazer High School in which high school and college faculty collaborate. High school faculty were administered the COMPASS to increase their understanding of college expectations. ACTC is also teaching college algebra at the high school.

4. ACTC President Greg Adkins reviewed the community's plans for a new STEM magnet learning center in partnership with local districts. The college will provide a facility and faculty for extensive dual credit and dual enrollment opportunities. Students will participate in highly-specialized studies through online learning, blended classroom experiences, and hands-on labs. ACTC serves several small communities with small high schools. The aggregation of needs and resources represented by the center concept will provide a learning opportunity that no single high school could provide on its own. The center would not be a formal school, but a program in which local schools enroll students with STEM aptitude and interest. Next steps are meetings with local boards of education.

5. ACTC offered three suggestions in response to questions about areas of priority and focus for KCTCS: there is a need for consistent policy toward dual credit and dual enrollment; KCTCS should assume a leadership role in the delivery of developmental education; and KCTCS should assume a leadership role in adult education.

B. Big Sandy Community and Technical College (BSCTC)

The ARISE CWR plan from BSCTC focuses on a Secondary Mathematics Initiative, which uses PLAN and ACT scores as pre-and post-tests to identify deficiencies in mathematics among sophomores and to collaborate with high school faculty to design and deliver effective intervention strategies.

The briefing session with BSCTC President George Edwards began with a discussion of the local P-16 Council, which provides the structure through which the majority of their ARISE CWR initiatives are implemented.

1. The P-16 Council adopted a Secondary Math Initiative and targets three schools, each of which is partnered with a BSCTC math faculty member. The math initiative is based on work begun several years ago with Dr. McCabe, BSCTC, and Pike County Public Schools. The college offers three developmental mathematics courses to high schools as bridge

courses one, two, and three and includes COMPASS orientation. Current work is focusing on Pike Central, Johnson Central, and Prestonsburg with students who will be juniors in fall 2009. Services to these students began last year based on their PLAN scores. Two workshops are conducted by BSCTC each year for high school faculty. Targeted high school faculty meet with BSCTC mentors monthly. Evaluation of the initiative is based on PLAN scores as the pre-assessment and ACT scores as the post-assessment, comparing students who received services to students in the general population not receiving services.

2. The P-16 Council supports three regional middle school initiatives in which the Family Resource and Youth Services Centers are important partners.

3. BSCTC is partnering with Pike County to offer GE 100 Introduction to College to every 9th grader for one credit hour.

4. The college operates a three-pronged dual credit program:

   a. Quick Start, in which open seats in courses are offered to high school students at no tuition if they come on site to take the course.
   b. Gen Ed Start, in which BSCTC faculty go to the high school to teach dual credit courses and students pay tuition. If BSCTC uses high school faculty as adjuncts to teach the course, the college reimburses the school; and the school may use those funds to offset tuition costs.
   c. Tech Start, in which the college, the Area Technology Centers, and the locally operated career and technical education programs have partnered to identify 63 courses through a dual credit agreement. High school and college faculty meet together to plan the courses and agree on competencies, materials, and assessments. Tuition is free to the students; courses are transcripted.

C. Bluegrass Community and Technical College (BCTC)

The ARISE CWR plan from BCTC focuses on providing 50 underprepared students from two high schools with the online GE 101 Strategies for Academic Success course and supporting them through academic counseling for successful transition to college and through the freshman year.

The briefing session with BCTC President Augusta Julian highlighted several aspects of their plan as well as related college and work readiness partnerships with local districts.

1. Bluegrass provides GE 101 Strategies for Academic Success in an online format, tuition-free, to a limited number of students that have been identified as high-need. Typically, these are students whose ACT scores are below the minimum for mandatory placement in credit bearing English, reading, or mathematics. Seniors have priority over juniors. Students who meet the minimum placement criteria but want to take the course may be given access to open slots.

2. Bluegrass is very interested in working with local districts to provide credit-based transition opportunities during the senior year, especially "catch up courses" that will reduce the need for remediation in college.

3. Bluegrass continues to work with Fayette County Public Schools to develop a middle college-like initiative. BCTC participated with Fayette and Jessamine Counties in early

conversations with Gates Foundation representatives about a potential start-up grant. However, the Gates model was too prescriptive and did not accommodate the community's needs.

4. Bluegrass has been involved with an initiative at the University of Kentucky which matches postsecondary faculty with high school faculty to improve and align curriculum in science and mathematics.

5. Bluegrass is working with local school districts to increase the number of qualified physics instructors by providing science teachers with additional professional development and college credit.

D. Bowling Green Technical College (BGTC)

The ARISE CWR Plan from BGTC focuses on six goals:
1. Create a Culinary Arts program at a local high school.

2. Create a Career Pathway in Engineering at Franklin-Simpson High School.

3. Reactivate the P-16 Council.

4. Work through a home school cooperative to provide high quality science instruction.

5. Increase distance learning to provide greater flexibility for students.

6. Target a new audience for services through the Virtual Learning Initiative.

During the briefing session, BGTC President Nathan Hodges and the leadership team provided an overview of the ARISE CWR plan goals and proposed interactions with school districts.
1. BGTC has good relationships with several local districts and will continue to enhance and expand those models. For instance, BGTC faculty travel to Barren County to deliver dual credit courses in the Culinary Arts program and Barren County students travel to BGTC campuses to participate in Culinary Arts labs.

2. BGTC also makes additional lab facilities available to other high schools and students, including home-schooled students who need access to biology labs.

3. Bowling Green is expanding online offerings, with a focus on adults and the implementation of a Career Pathway-Nurse Aide program.

4. BGTC is working closely with Franklin-Simpson to design and implement an Engineering Career Pathway. This strategy complements the district's strategic initiative to improve alternative education programs. The superintendent's goal is to engage students who are not thriving in traditional academic classrooms in rigorous academics and technical education in the context of preparing for high-need, high wage jobs.

5. BGTC focuses on helping high schools introduce relevance to the traditional academic curriculum as a strategy for increasing student interest and, therefore, achievement.

6. BGTC anticipates providing support to the Warren County Public Schools' involvement in the National Math and Science Initiative (NMSI), since many first generation college students supported by NMSI may elect to attend community college.

7. Bowling Green looks at each of these initiatives as potential models for replication at the local and state level.

E.   Elizabethtown Community and Technical College (ECTC)

The ARISE CWR plan from ECTC focuses on increasing dual credit opportunities in English and mathematics, successful transition of more vocational students into college courses, and learning opportunities for African-American students.

In the briefing session, ECTC President Thelma White opened discussion by providing a summary of the college's efforts around dual credit, a key strategy in ECTC's ARISE CWR plan. She described barriers as being:
- Lack of funding for dual credit.
- Conflicts with local school schedules, particularly block schedules.
- Hesitancy on the part of some districts to allow students to take classes off site.

The focus of dual credit for the upcoming academic year will be collaborating with high school faculty on dual credit offerings in English and college algebra. College algebra will help schools meet the new "math every year" high school graduation requirement for the class of 2012 (this year's incoming freshmen) and beyond.

In addition to dual credit courses, Elizabethtown is placing priority on other types of credit-based transition opportunities:
1. A senior year transitional course in mathematics for students who are at risk of not being college-ready upon graduation, focusing on algebraic skills, is being developed with Nelson County Public Schools. The course will be delivered as a pilot for the first time in fall 2009 and could be replicated.

2. ACT preparation classes to enhance content readiness and test-taking skills among students that are on track but will benefit from extra help.

3. Opportunities to strengthen math and science education for students with high ability and aptitude for STEM disciplines, especially students who are gifted in these areas but under-served.

4. Conferences, community events, and other opportunities to increase interest and participation in studies leading to STEM careers among students who are ethnically, racially, linguistically, and/or culturally underrepresented in these professions.

F.   Gateway Community and Technical College (GCTC)

The ARISE CWR plan from GCTC focuses on the *Strive* initiative to increase the number of students graduating from high school prepared to enter postsecondary education. Gateway is one of several educational institutions and organizations in the Northern Kentucky/Cincinnati area working together on *Strive*. Two lower-performing local high schools are the focus of Gateway's *Strive* activities. To deliver *Strive* services, Gateway will establish an extension

center in the area to deliver recruiting and admissions services, placement testing, career advising, adult education and literacy, assistance with financial aid, and registration services.

To open the briefing, GCTC President Ed Hughes provided a brief overview of his vision for the college and its role in the economic development of the service region. He referenced strong partnerships among all sectors of education, business, and workforce interests and emphasized the value of those partnerships and the need for the college to be very focused on the areas in which it could make the most impact. Gateway considers the construction of the Center for Advanced Manufacturing Competitiveness to be an example of the leadership role the college plays in preparing for and attracting high-need, high-wage jobs to the area.

1. Gateway is in close communication with leading CEOs and plant managers from the area to understand their expectations and workforce needs. In particular, there is increasing discussion about education's role in developing 21st century skills, such as critical thinking, time management, teamwork, problem solving, information literacy, etc. Dr. Hughes believes that this is a systemwide need and an area for P-16 collaboration.

2. Gateway places high value on its co-op and apprenticeship programs. Gateway notes that securing official Department of Labor registration for apprenticeship programs is very difficult and that the colleges need assistance with this issue.

3. Gateway's scholarship funds have grown to almost $500,000. Cash contributions are supplemented by P-16 partnerships that contribute facilities, transportation, and other resources to increase the number of recipients.

4. Because the Gateway service region is in the greater Cincinnati area, some of the Northern Kentucky P-16 Council partners also participate in *Strive*. *Strive* is an education partnership based in Cincinnati, funded and staffed through the KnowledgeWorks Foundation.

5. Gateway is preparing for SACS accreditation. Once SACS accreditation is gained, the college will expand dual credit to the general education area and increase the use of online learning to increase access to dual credit and transitional content for students who are not on track for college readiness.

G. Hazard Community and Technical College (HCTC)

The ARISE plan from HCTC focuses on strategies to create a greater awareness in the community of the value of education, build local relationships to leverage resources across multiple programs, align admissions, marketing, and P-12 outreach (Challenger Center, GEARUP, Upward Bound, etc.) services through a new service center, and increase interactions with local schools that will lead to high-quality teaching and learning.

During the briefing, HCTC President Allen Goben and his team reviewed highlights of the ARISE plan and their continuing work with local public school districts:

1. HCTC will implement an enhancement to GE 100 Introduction to College in spring 2009, which they believe will be a best practice model for the state. The course will be team taught with high school faculty in the high schools. In response to feedback from local employers, college faculty, and college students, the course is being enhanced to include more emphasis on skills such as time management, good personal decision making (health

and finances), critical thinking, working on a team, dealing with conflict, problem solving, etc. The course is being designed to respond to the fact that many students fail to thrive at college or on the job for reasons other than academic in nature.

2. HCTC is very active with the Kentucky Valley Educational Cooperative (KVEC), which is an association of P-12 districts. HCTC believes that working through the cooperative is a good model for reaching P-12 with professional development and baccalaureate attainment to reach the state's 2020 goal. KVEC and HCTC plan and organize events, and districts send their personnel to participate.

3. HCTC is hosting a Dropout Prevention Conference with KVEC from July 30–31, 2008, and expects attendees to include "employers of influence" from the community as well as P-12 educators. (Note: This event was held with much success).

4. HCTC has implemented a series of Service Centers, which they describe as application in action of a "Learning College" approach. This strategy includes a P-12 Outreach Service Center, which brokers resources from across the college for high school students planning for college and workforce preparation. In addition, the Center coordinates a group of advisors who are available to high school students through the electronic permissions function of the Individual Learning Plan.

5. HCTC is developing a new brochure and web presence for parents.

6. HCTC states that it is very involved in the development and implementation of the community master plan in several of its service counties and believes that this is a critical leadership role for a community college.

7. HCTC is waiving tuition for college algebra, chemistry, and physics to support the STEM agenda.

H.   Henderson Community College (HenCC)

The ARISE CWR plan from HenCC focuses on revitalizing the P-16 Council, continuing data analysis of student achievement, professional development opportunities for school/college personnel, and increasing dual credit and dual enrollment opportunities for high school students.

To open the briefing, HenCC President Pat Lake explained that Henderson serves three districts primarily and is in a service area that closely overlaps with three other colleges. Dr. Lake meets with the three superintendents regularly.

There is a local P-16 Council, which has not been very active during the last year. Dr. Lake has assumed responsibility for revitalizing the Council and has been in discussions with Ms. Barbara Stonewater from the Northern Kentucky Council of Partners. The early focus of the P-16 Council's work was to facilitate an interaction with the public school and college instructors of mathematics. Henderson Community College also used CPE grant funds to set up ACT - COMPASS testing pilots with Union and Webster Counties for high school juniors. Dr. Lake and his team are examining student assessment data with the school leadership teams and also providing data to the schools about how their students perform once they reach Henderson Community College.

1. Dr. Lake intends to focus the P-16 Council on the broader issue of the community culture around education and the profession of education. Data will be examined to identify strategies that are working, so that they may be replicated. He feels that, too often, public discussions about education focus on deficits rather than on finding out what is working.

2. Murray State's regional campus is returning to Henderson Community College. Since Murray has been and continues to be a good partner, this is a very positive development.

3. Henderson has taken over responsibility for the Herron Technology Center in Union County. Henderson will develop strategies to increase the number of students who make plans to attend college, are supported to readiness for college through academic rigor and interventions, and who actually enroll in college and transition successfully.

4. Henderson is currently waiving tuition for the first six hours of college credit. Dr. Lake recognizes a need for more consistency around statewide dual credit policy. Because there are four community colleges within a 70 mile radius, lack of consistency or alignment in offerings and policy can introduce confusion and unnecessary competition as well as cost.

I. Hopkinsville Community College (HopCC)

The ARISE CWR plan from HopCC focuses on strengthening the P-16 Council; increasing access to the college through community financial support; and raising mathematics achievement through teacher professional development at the K-8 level, along with curriculum alignment and external math audits.

During the briefing, HopCC President Jim Selbe introduced the college's ARISE CWR plan and P-16 Council activities in the context of a shared vision for increasing college and workforce readiness through strategic partnering with a focus on the whole community.

1. Hopkinsville is beginning a unique scholarship program with the local Rotary Club that it believes has high promise of statewide replication. Beginning with the class of 2012 (fall 2008 9th graders), any local high school student who meets certain academic and non-academic criteria will be guaranteed a two year scholarship at Hopkinsville. Examples of criteria include 2.5 cumulative G.P.A., no serious discipline issues, and 95 percent cumulative attendance. Eligible students must also complete GE 100 Introduction to College before graduation, which will be taught at the high schools by college faculty. Another district/community partnership is in the process of adopting this model. They are modifying the criteria to reflect their local needs.

   The model is based on analysis of data secured from the local district, Kentucky Higher Education Assistance Authority, and the college's records of students recently admitted from the local high school. Through a fairly simple formula that looks at data from the previous four years, Dr. Selbe and his team can project the unmet need for any local scholarship fund. The model is based on the Rotary Scholarship being "last aid applied." As a condition of this scholarship, the student has to be enrolled full-time, apply for all forms of financial aid, and make satisfactory academic progress as defined by Pell.

2. Hopkinsville successfully applied for and received a Math and Science Partnership Achievement grant with two local districts through the Kentucky Department of Education. The grant will have a K-8 focus.

3. The Pennyrile P-16 Council has adopted a focus on mathematics, using a model from the Green River Educational Cooperative service area. The goal is to have every 9th grader ready for algebra and every high school graduate ready for credit-bearing college mathematics. K-8 teachers will be provided with extensive professional development in both content and pedagogy. Hopkinsville will also provide pre- and post-math knowledge assessments for the targeted teachers. The individual teacher receives individual feedback; the school received aggregate feedback about the needs of their teachers.

4. Hopkinsville is a co-investor in a position at the local Chamber of Commerce. This position serves as a liaison for workforce and education interests, looks for grant opportunities, and serves as the secretary for the local P-16 Council.

5. Hopkinsville is a founding member of the local education coalition, which conducted a very successful Public Education Summit and was very active in the recent search for a new superintendent for Christian County Public Schools. As part of this effort, the coalition set up a website for potential candidates with extensive information about the community. The Kentucky School Boards Association states that it will recognize this as a model for potential replication.

6. Hopkinsville has instituted a new program that prepares the new GED recipient with a three-week COMPASS preparation experience. This is allowing many students who would otherwise be assessed and placed in developmental education to avoid that experience and cost. HopCC has also been granted the county's Adult Education program, which allows for a more seamless transition of students to college and work.

J. Jefferson Community and Technical College (JCTC)

The ARISE CWR plan from JCTC is presented as three related (but separate) plans focused on groups of schools and differentiated by the strategies and interventions planned for the target group:

1. A phased plan for increasing college readiness in six districts, including data analysis to design interventions, dual credit, transitional courses, and joint faculty professional development.

2. A focus on four high schools in Jefferson County with high dropout rates, low levels of college readiness, and high levels of enrollment at JCTC as part of the Business and Higher Education Forum initiative in close partnership with the leadership of the Jefferson County Public Schools.

3. A middle college program in a nearby school district that will enable juniors and seniors from three high schools to attend college classes at a new extension campus in the community.

To open the briefing, JCTC President Tony Newberry described JCTC's overall strategy for increasing college and work readiness. He identified the two part strategy as building effective partnerships with high schools and internal work to improve developmental education.

1. JCTC has a strong dual credit program with all high schools and is increasing online offerings.

2. JCTC is also focusing on transitional courses and other intervention opportunities for students who have not met or are not on track to meet mandatory placement benchmarks. For example, reading intervention courses are being piloted in the high schools.

3. Jefferson is working with several high schools to offer GE 100 Introduction to College and believes that this will prove to be a powerful strategy. At one local high school, juniors are tested using the COMPASS and placed into mathematics courses during their senior year which align with KCTCS course competences for mathematics. In the third year of this program, the principal reports a significant increase in college level preparation in mathematics.

4. Jefferson is in a very unique position among KCTCS institutions since it is located in a major urban area and serves one of the nation's 50 largest school districts. JCTC is involved in many community organizations and foundations with an education mission, most of which are having a major impact in the community. As an example, the Business Higher Education Forum initiative and the GE Foundation College-Bound District Program Focusing on Math and Science are communitywide frameworks for college and work readiness initiatives. Other examples are:

   a. The Early Childhood Center, which serves local pre-schoolers and is a training facility for the Interdisciplinary Early Childhood Education students.
   b. Metropolitan College, with the University of Louisville and UPS, which provides tuition-free postsecondary education and employment to eligible Kentucky residents.
   c. Youthbuild, which engages unemployed, undereducated youth in community service and re-engages them in education leading to attainment of the GED or a high school diploma.

5. JCTC is trying to balance the state level interest in formal P-16 Council structures with community engagement in and attachment to numerous existing initiatives, such as those referenced above. Unlike the situation in many communities where the P-16 Council is the sole coordinating group, it could be difficult – and perhaps unnecessary - to insert another structure into Jefferson County.

6. Jefferson County Public Schools is in its first year of transition to a new superintendent. JCTC has a good relationship with the new superintendent and believes that much can be done through enhancement of existing and development of new P-16 partnerships to boost the achievement of underprepared students. Superintendent Sheldon Berman is introducing a trimester model into some of the high schools, and JCTC is working to re-align dual credit, GE 100, and other offerings to this new schedule.

K.   Madisonville Community College (MCC)

The ARISE CWR plan from MCDC focuses on a re-examination of existing strategies to reduce need for remediation; the newer data available on performance levels of local high school students; and the development of new, more aligned cross-program strategies for increasing college readiness that take advantage of recent developments, such as EPAS. The plan emphasizes the need to engage multiple P-16 partners in the effort to reduce remediation, the fact that turning around the problem of under preparedness will take time and consistent focus,

and the opportunity through the ARISE CWR Initiative for colleges to identify and share promising practices.

To open the briefing, MCC President Judith Rhoads asked members of the leadership team to describe their efforts with K-12 related to the college's ARISE CWR Initiative. Madisonville's ARISE CWR plan is very comprehensive and relies heavily on data to inform the selection and delivery of services. The focus is on strengthening mathematics education P-16 and reducing remediation rates. Highlights are:

1. Madisonville is building a web-based career interest/career search tool to supplement a "Future Students" website that is already fairly extensive. The tool will include videos of people working currently in the career areas, the ability to chat with advisors, and the incorporation of some clearinghouse functionality.

2. The college places priority on getting into the schools to do pre-enrollment counseling (which includes a review of the student's transcript) and beginning to establish relationships with prospective students. This is especially important in Area Technology Centers (ATCs) since such a small percentage of the ATC dual credit students actually enroll in college after graduation.

3. The college goes into the schools and community to provide assistance to students and families with Free Application for Federal Student Aid (FAFSA) forms. The college reports that the numbers of students applying for and receiving financial aid is increasing as a direct result of this intervention.

4. The college supports several initiatives to increase participation of underrepresented students in STEM studies, including math and science preparation summer camps, aviation camps, and collaborations with the Black Achievers program and the YMCA.

5. The School Counts initiative provides tuition scholarships to students who meet G.P.A., attendance, and other requirements. School Counts provides access to intervention services and intensive counseling to students who are not on track for college readiness in both academic and non-academic domains.

6. MCC is attracting students who excel in math and science in a number of ways, including an annual set-aside supporting scholarships in pre-engineering and science-related programs.

L. Maysville Community and Technical College (MCTC)

The ARISE CWR plan from MCTC focuses on increasing recruitment through work with local high schools and Area Technology Centers, with an emphasis on advising for career choice.

During the briefing, MCTC President Ed Story provided an overview of the ARISE CWR plan, highlighting the following:

1. Dual credit at Maysville continues to increase (enrolling around 800 students a semester). The college has dual credit agreements with 18 schools and utilizes local teachers as instructors to strengthen P-16 relationships. However, persistence to degree among the students generally remains low. Therefore, focus is being placed on increasing the college's presence within the schools and communities and earlier engagement with students through advising programs. For example, the college assigns a faculty advisor to a student as soon

as the student selects a career pathway and holds student orientations for both general education and technical education dual credit students.

2. MCTC hosted a dual credit career day for students from the service area in March 2008. The students were provided with an overview of the admissions process, financial aid information, and tours.

3. Maysville hosted an International Day for local high school seniors that highlighted globally-oriented career opportunities and cultural awareness.

4. Maysville is beginning to take part in local high school graduation ceremonies to recognize students who are graduating with college credit. This is part of an overall emphasis on increasing the community's appreciation for the value of education and the specific value of dual credit in terms of time and cost to degree.

5. MCTC offers a $50 per credit hour tuition rate to local high school students for general education courses.

6. MCTC tests sophomores in four local schools and is monitoring results in reading, mathematics, and writing.

7. MCTC is offering GE 100 Introduction to College and GE 101 Strategies for Academic Success to students at a local high school.

M. Owensboro Community and Technical College (OCTC)

The ARISE CWR plan for OCTC focuses on further developing the relationships between the college and local high schools to better prepare students for the 21st century world of work. College and work readiness strategies developed with local schools fall under the umbrella of the Discover College Consortium. Specific goals are developed to establish a pre-engineering program, to increase math and other general education dual credit opportunities, expand the Mechatronics/Industrial Maintenance program, and increase participation in general education transfer courses.

During the briefing, OCTC President Paula Gastenveld highlighted aspects of the ARISE CWR plan, which is focused on the Discover College Consortium. The Consortium of 14 schools supports both campus- and school-based technical and transfer programs. OCTC would like for every student in the service region to graduate having completed at least one college class. While there are programmatic components shared among all members of the Consortium, other aspects of the implementation may vary to align with local needs and resources.

1. Through a College Algebra for All initiative, OCTC administers COMPASS to high school students. Scores are examined and combined with other data from the Individual Learning Plan to build a program of studies and interventions that will increase a student's chance for college readiness in mathematics, as determined by the ACT.

2. Owensboro is partnering with Hancock County through a Department of Labor grant to expand a new program in Mechatronics and Industrial Maintenance to meet local workforce needs. While the program is small, it is expected to grow; and a new facility is being sought.

3. OCTC is expanding dual credit teaching capacity by identifying high school faculty (who meet SACS credentials) and organizing college faculty to teach off-campus.

4. Dr. Gastenveld reports that relationships with the Daviess County School System continue to develop and improve. Math 055 is offered at the high schools and may be team taught or taught by high school faculty. The course is presented in the same way and uses the same instructional resources as if it were being taught on campus. The goal is for students who successfully complete the course to enter a dual credit college level mathematics class.

5. OCTC is very interested in transitional courses for underprepared students and dual credit course content that can be made available statewide.

N. Somerset Community College (SCC)

The ARISE CWR plan from SCC focuses on four specific strategies, designed in partnership with local school leadership, being implemented across the service region:

1. Intensive support around college planning and preparation to 100 early high school-aged students through Upward Bound.

2. A series of in-service days in which college and high school faculty will work on curriculum, standards, and expectations alignment.

3. ACT preparation workshops.

4. Professional development specifically designed to help teachers and faculty increase higher levels of student learning in critical thinking and reading.

SCC President Jo Marshall and her team highlighted college and work readiness initiatives with local districts.

1. Somerset provides free tutoring in math and writing on a no-appointment basis through the Student Tutoring and Academic Resource Center (STAR), both walk-in and through online resources. These services are also available to dual credit students and provide a good model for promoting student success.

2. Dr. Marshall and team have increased interaction with local Area Technology Centers to promote dual credit in the academic core, offering up to six hours tuition free. The response was more than anticipated. Currently, they are adopting a new strategy whereby the classes are categorized as "special project classes" for fewer hours, and the credits are escrowed until the student actually matriculates.

3. Somerset is turning up the volume on their communication with parents. Like many other colleges, they are struggling with communicating to parents about the importance of postsecondary education and the value of dual credit. Specifically, they are trying to find ways to reach more individual parents to explain what dual credit means in terms of progress in time and cost towards a degree.

4. Somerset has strong community connections and offers several services for young adults who have left school but can be compelled to return to education (such as those offered in the Educational Opportunity Center and through Ready-to-Work). For young children in the community, Somerset offers Kids Kollege, which provides two week sessions and six class offerings.

O. Southeast Kentucky Community and Technical College (SKCTC)

The ARISE CWR plan from SKCTC focuses on a new Memorandum of Agreement (MOA) with one of the local districts, COMPASS testing of all sophomores, enhancement of a pre-engineering program, and teaming with high school faculty on instructional strategies and best practices.

During the briefing, SKCTC President Bruce Ayers provided an overview of the ARISE CWR plan, focusing on the college's work with Harlan County as the priority for implementation of initiatives that might be replicated in other districts. Southeast has an extensive MOA with Harlan County Public Schools, which includes dual credit.

Southeast identified Harlan County High School as the primary target for the ARISE CWR Initiative because it has one of the highest dropout rates in the state, is one of the lower performing high schools, has recently experienced a consolidation, and has a new facility as well as new leadership. The goal of the MOA with Harlan is to facilitate successful transition from high school into college by identifying underprepared students early in their high school careers and supporting them to attain 18 hours of college credit by high school graduation. To accomplish this, the college is working with the local school board to encourage their support for additional graduate work for teachers, where needed, to increase the number of high school teachers who can be qualified as adjuncts. There is also team teaching occurring. Through these kinds of strategies, Southeast plans to introduce two new physics courses and two humanities courses into the new Harlan County High School.

Initiatives and strategies applied throughout the service area are:
1. Southeast administers COMPASS tests to all sophomores in the service area on SKCTC campuses.

2. Southeast plans to hold ACT workshops on at least three high school campuses in a team teaching situation.

3. Southeast places priority on Project Lead the Way, which is centered in Bell County.

4. Southeast intends to increase enrollment in dual credit in both general and technical education, based on the model MOA with Harlan.

P. West Kentucky Community and Technical College (WKCTC)

The ARISE CWR plan from WKCTC focuses on collaborations with local schools to increase the college readiness of graduating seniors, to increase the college-going rate in two targeted districts, to increase non-traditional enrollments in STEM occupations, and to increase the enrollment of minority students.

To open the briefing, WKCTC President Barbara Veazey provided a brief overview of the ARISE CWR plan for WKCTC, focusing on the following:
1. Supports for students who are identified via ACT or COMPASS as being underprepared for college mathematics are being provided in a variety of ways, including:

a. A four-week math bridge program that includes integration of writing and reading as well as components of GE 100 Introduction to College, leading to a post-assessment and potential placement into credit-bearing college coursework.
b. College readiness courses during the year at several high schools and GE100 for juniors at five schools.
c. Engagement of the K-12 Partnership Director with the Individual Learning Plan (ILP) processes at the high schools, with a special focus on identifying dual credit opportunities.

2. A Tech Prep Consortium, which is reviewing and revising career pathways to reflect emerging technologies and local business/industry needs and to more closely align the career pathway and ILP supports.

3. Implementation of a Middle College with McCracken and Marshall Counties in fall 2009. WKCTC is providing a building; the local districts are providing SEEK funds. The Middle College model removes barriers to college access and success by blending high school and college into a single educational program. Selected students will earn up to nine college credit hours per semester at the same time that they are completing requirements for a high school diploma. Funding in the amount of $600,000 was received from the Lay Family Foundation. The program will support 50 students this fall.

4. Increasing the number of students enrolled in STEM programs, especially among underrepresented student populations, is a priority in partnership with local business. WKCTC conducts summer camps for students as well as summer study tours for educators.

Q. Common Opportunities

Based on information contained in the college ARISE CWR plans and the visits with the college presidents, KCTCS has identified many areas of shared opportunity. Some of the most promising areas for further work are:
1. There is widespread concern about the vitality of **local P-16 Councils**, although not about the need for or purpose of P-16 collaborations. Most do not have paid staff, leadership changes frequently, and many describe the meetings as being too focused on discussion and not sufficiently action-oriented. Several colleges have made or intend to make assuming leadership for the P-16 Council a priority because they recognize the potential value to the community.

2. All colleges identify **funding and policy for dual credit** as a major opportunity and challenge. Most state that they prefer implementation of consistent policy at the state level across both K-12 and postsecondary education, particularly as regards tuition, access, and fee structures. There is widespread concern about the numbers of students who enroll in dual credit courses in Area Technology Centers but do not enroll in college upon graduation. Colleges also noted a need to focus on alignment of standards and expectations with the Area Technology Centers to ensure that all ATC courses are academically rigorous and support successful transition to postsecondary studies.

3. Raising **mathematics achievement** is a common focus among ARISE CWR plans. Many colleges are beginning collaboration with districts as early as the middle school. Many are already delivering or are designing senior year developmental, college preparatory, or catch-

up courses to support students at risk of remedial placement. Therefore, the opportunities for aggregating need, sharing resources, and best practice are numerous.

4. While mathematics is the most common focus, most colleges identify **English and writing** as areas in which the problems of under preparation are equally or more profound. **Developmental education** is clearly a priority concern among the college presidents. Several noted the close relationship between designing and delivering effective and comprehensive systems of intervention for college and work readiness at the high school level and designing and delivering effective and comprehensive systems of developmental education.

5. **Introduction to College or college success courses** are being offered to high school students in many locations around the state. While all colleges report good results and support from the community, several are currently enhancing or making plans to enhance these courses with applied skills or 21st century skills to respond to feedback from local employers and to reduce the failure rate of first-year students who are not prepared for the responsibilities and independence that come with college.

6. College presidents share serious concerns about a need to increase the **general community's perception of education** and its role in economic development, the value of education to quality of life, and the role of KCTCS. This is a P-16 issue on which most are collaborating with local districts, business, and community partners.

7. Colleges report frustration about the **lack of timely and consistent information concerning K-12.** Specific examples are new statutes and regulations governing high school graduation requirements, performance-based credit policies, changes in pupil attendance, and EPAS implementation; grant opportunities from CPE, KDE, and federal funds in which they might participate as partners or be applicants; other initiatives impacting districts, such as the National Math and Science Initiative; changes in the assessment and accountability system; and professional development opportunities in which they can engage with districts.

8. There is very little awareness of the **Individual Learning Plan** (ILP) among the colleges. Only a few are interacting with the districts successfully around the ILP, and several have been frustrated in their attempts to get involved by barriers from the schools. Many colleges are implementing very robust advising services for high school students. Most, however, appear to be with the permission of the high schools but not in conjunction with the high schools.

9. Several college presidents mentioned a need for **more time to learn from one another** about effective interactions with school districts on college and work readiness.

10. Colleges need **better and timelier access to data coming from K-12.** As is demonstrated in several of the detailed summaries, many colleges are planning and implementing interventions based on analysis of data that is secured from multiple sources. Risk exists that the data is not accurate, that multiple sources will yield conflicting data, that they do not have access to data about how the data was collected or manipulated that will ensure it is used appropriately, and that the data combined to make a decision are actually drawn from different years.

VII. Conclusion

The 2007-08 ARISE College and Workforce Initiative:

- Implemented state level strategies:
  - KCTCS President McCall met with Interim KDE Commission Noland in June 2007 to present ARISE and to seek KDE's support for efforts at both state and local levels.
  - KCTCS and KDE agreed to develop online transitional courses in science, engineering, and mathematics (STEM).
  - KCTCS and KDE co-sponsored six ACT Regional Workshops.
  - KCTCS sponsored a CWR Showcase Symposium.
  - Several partnerships have been developed or enhanced:
    - Kentucky is now participating in the national Business Higher Education Forum.
    - President McCall initiated a series of meetings with KDE leadership and other K-12 advocacy groups.
    - President McCall initiated a strategic partnership leading to statewide implementation of the Kentucky Scholars Program.
    - President McCall appointed a Coordinator of College and Workforce Readiness.

- Provided System level support.
  - Developed Templates:
    - Timeline Template
    - Monthly Update Template
    - Final Plan Template
  - Created a CWR Docushare cite and posted relevant data/information there, including the *Kentucky High School Feedback Report – Class of 2004*, WorkKeys assessment data, KCTCS graduation data, and a list of districts and schools.
  - Established a College and Workforce Workgroup.
  - Provided opportunities for college presidents to share CWR updates at monthly PLT meetings. At the PLT meetings, college presidents reported meetings with local school officials, reviewing/analyzing data, identifying high developmental need schools, and discussing collaborative strategies to impact college and workforce readiness.

- Conducted visits to the 16 KCTCS colleges to discuss their CWR plan and its objectives.

- **Received 16 college P-12 partnership (CWR) plans to implement intervention strategies that improve college and workforce readiness of high school graduates.**

Success criteria and evaluation measure have been met.